

## Course List Fall 2005 ESA

**1. Co-teaching: Reaching Students** EDU 6710 C14; 3 Graduate Education Credits; Cost: \$987; Schedule: 9/30 & 10/1, 10/14 & 10/15, and 10/28 & 10/29, with one follow-up session to be scheduled by the participants; Times: Fridays 4:30 to 7:30 pm & Saturdays 8:30 to 4:30 pm; Location: CSC - Room TBD; Instructor: Dr. Maria Bove

**Description:** The Castleton Center for Schools is sponsoring a co-teaching course linking the new IDEA regulations, NCLB and HQT requirements for special educators. “Co-teaching: Reaching Students”, is a course designed for general (K-12) and special educators. It focuses on the knowledge and skills needed in order to design “co-teaching structures” through collaboration and creativity, and is designed to meet the following goals: (a) provide both general and special educators with conceptual knowledge and skills in the design, implementation and evaluation of the most effective classroom co-teaching structures in order to provide quality access into the general education curriculum to all students, (b) collaboratively assess co-teaching practices designed to meet the needs of “all” students in the general education classroom setting, and (c) enable co-teachers to embed special education and differentiated strategies in their collaborative structures.

**2. Learning Disabilities** EDU 5220 C01; 3 Graduate Education Credits Cost: \$987; Schedule: 9/1 to 12/22/05; Times: Thursdays 4:00 to 6:50 pm; Location: CSC – Stafford Room 139; Instructor: Dr. Linda Pepler

**Description:** This course will provide an overview of current theoretical and practical issues in the field of learning disabilities. Students will review research regarding the etiology, identification, assessment and treatment of learning disabilities, as well as the challenges students with learning disabilities present to classroom teachers.

**3. The Impact of Information Processing Difficulties on Language Based Learning** EDU 6065 C01; 4 Graduate Education Credits; Cost: \$1,316; Schedule: 8/30 to 12/20/05; Times: Tuesdays 4:00 to 6:50 pm; Location: CSC – Stafford Room 142; Instructor: Dr. Linda Pepler

**Description:** Using the Language Based Learning Model, which considers personal and environmental factors, cohort members will examine how dimensions of information processing impact oral and written language skills of individuals with LLD. The course will focus on both academic and social communication. The course is offered at five interactive sites (Brattleboro, Williston, Lyndon, Waterbury and Castleton).

**4. Models of Elementary Teaching** EDU 6420 C01; 4 Graduate Education Credits; Cost: \$1,316; Schedule: 8/29 to 12/19/05; Times: Mondays 4:00 to 6:50 pm; Location: CSC – Stafford Room 139; Instructor: Dr. Joyce Cunningham

**Description:** This course introduces the student to an array of approaches to elementary teaching that could be used to help transform the public schools for the twenty-first century. The course will provide the teacher, curriculum engineer, and administrators with approaches to teaching that create innovative environments for learning. Students will be asked to analyze, compare and

contrast these teaching models and determine what instructional purpose they serve for the redesign of schooling for the future.

**5. Foundations and Current Issues in Education** EDU 6550 C01; 3 Graduate Education Credits; Cost: \$987; Schedule: 8/31 to 12/21/05; Times: Wednesdays 4:00 to 6:50 pm; Location: CSC – Stafford Room 139; Instructor: Dr. Radha Bhatkal

**Description:** This course focuses on the historical and philosophical foundations of education; an understanding of the teaching profession; political, economic, legal, and social concerns; and current issues in education in today's world. Students will develop position papers on various topics from a broad, interdisciplinary viewpoint. Lectures, video-tapes/films, and presentations by graduate faculty are employed.

**6. Curriculum Development** EDU 6560 C01; 3 Graduate Education Credits; Cost: \$987; Schedule: 9/1 to 12/22/05; Times: Thursdays 4:00 to 6:50 pm; Location: CSC – Stafford Room 130; Instructor: Dr. Judith Miller

**Description:** In this course students will study curriculum development concerning state requirements contained in the Vermont Public School Approval Standards. New innovations in curricular design will be explored with the aid of area resource people. The findings of recent research and reports on teaching and learning will also be studied. The impact of such social issues as the back-to-basics movement, child abuse and sexual abuse, alcohol and drug use, and changes in Federal government priorities will be discussed. Each student will complete a multigrade curriculum development project in a field of his or her choice (e.g. language arts, science, math, social studies, health, vocational education, the fine arts).

**7. Special Education Curriculum** EDU 6710 C03; 3 Graduate Education Credits; Cost: \$987; Schedule: 9/23 & 9/24, 10/21 & 10/22, and 11/18 & 11/19/05; Times: Fridays 5:00 – 9:00 PM & Saturdays 8:00 AM – 5:00 PM; Location: CSC – Stafford Room 139; Instructor: Dr. Gail Tanzman

**Description:** Special educators will learn to apply the principles of Universal Design for Learning (UDL) and Differentiated Instruction by using effective strategies for promoting student learning in elementary and secondary school settings. The emphasis for curriculum design will focus on special education students with high incidence disabilities. This upper level course promotes collaborative decision making between special and regular educators and applies research based practices with current theory in curriculum planning, modification, and evaluation.

**8. Education Research** EDU 6920 C01; 3 Graduate Education Credits; Cost \$987; Schedule 8/29 – 12/19/05; Times: Mondays, 4:00 to 6:50 pm; Location: Stafford Room 130; Instructor: Dr. Judith Meloy

**Description:** This course is designed to develop attitudes and skills to permit in-service teachers to become intelligent consumers of research literature, the course will deal with the selection, evaluation, and delineation of a problem, use of the library for review of relevant literature, interpretation and reporting of research results and other research tools of practical use.

**NOTE:** Courses starting with #9 are educational contract offerings and enrollment may be restricted to specific schools and/or districts. Please contact the individual noted for more information.

**9. Bennington-Rutland Supervisory Union; Contact: Jackie Parks, Principal, Manchester Elementary and Middle School (802) 362-1597 for more information.**

**Standards Based Writing for Elementary School Teachers** EDU 6710 C01; 3 Graduate Credits; Schedule 8/22/05 to 5/18/06; Days and Times: Various; Location: Manchester Elementary School; Instructor: Laura King

**Description:** Work in this course will lead teachers to a clear understanding of the Vermont Writing Standards at each grade level, provide specific strategies for helping all students to meet those standards and give practice in assessing pieces using rubrics and benchmarks. The heart of this course lies in 15 hours of credited fieldwork. In between class sessions, teachers will have a chance to apply theory to practice by creating lesson plans, teaching and evaluating authentic writing in their classrooms. This will be accomplished with the support of colleagues and an experienced instructor. Our work throughout will be tied to the Vermont Framework of Standards and Learning Opportunities, the New Standards Reference Exam, the Vermont Portfolio System, and Vermont's newly adopted Grade Level Expectations in Writing.

**10. Rutland Northeast Supervisory Union; Contact: Jane Sarno, Curriculum Director, (802) 247-5757 for more information.**

**Intel® Teach to the Future Essential Course** EDU 6710 C05; 3 Graduate Credits; Schedule 9/1 to 12/21/05; Days and Times: Various; Location: Barstow School, Chittenden, Vermont; Instructor: Tim O'Connor

**Description:** Intel® Teach to the Future Essentials Course is designed to help teachers integrate the use of technology into their classroom with their existing curriculum. The course consists of 40 hours of hands-on instruction via 10 modules, and two short follow-up assignments for 3 Graduate Credits. This follow up accounts for an additional 4 hours for students to present individual papers. Suggested topics include: Pro's and Con's of Technology in Education, Technology as a Learning Tool, School Reform and Technology, and The Role of Technology in Creating New Learning Environments. Another 4 hours of additional class time will be to deliver portions of the Intel Teach to the Future Leadership Forum. Topics will include: Exploring Best Practices, Examining Leadership Behaviors and Standards, and Constructing A Personal Action Plan.

**11. Vermont Higher Education Collaborative; Contact: Andrea Wasson, VTDOE Mentoring Coordinator, (802) 828-1239 for more information. Behavior** EDU 6710 Cxx; 3 Graduate Credits; Schedule: 9/23 & 8/24, 10/7 & 10/8, 10/21 & 10/22 and 11/4 & 11/5/05; Days and Times: Fridays 4:00 – 8:00 pm and Saturdays 8:00 am to 4:00 pm; Location: Castleton State College; Instructor: Catherine Bell

**Description:** Pending

**12. Taller Ants; Contact Jerry Kreitzer, (802) 775-4426 for more information. Exploring the Relationship of Cognitive Skills to the Issues of Intolerance; 2 or 3 Graduate Credits; Schedule: 8/3/05 to 8/6/05 with a fall 2005 meeting to be scheduled; Days and Times Wednesday to Saturday, 8:00 am to 5:00 pm; Location: Castleton State College; Instructor: Jerry Kreitzer**

**Description:** This course is designed, through readings and hands on activities, to develop a student's clear understanding of the nature of tolerance and its connection to cognitive learning. Students will learn the skills necessary to recognize what is needed in their own schools and to help develop the strategies to change the culture of their own school to one that values differences. These skills will help the student to deal with the issues of harassment, bullying, and other forms of intolerance. It carries 2 credits with the possibility of 1 additional. This course is designed to meet six primary goals: (1) develop a clear understanding of both cognitive and sociological aspects of intolerance; (2) develop a common vocabulary for anti-bias education; (3) learn to use the synectic problem solving model to work with students to plan projects in their schools to make their school a safer place; (4) develop the capacity to recognize and acknowledge prejudice and discriminatory behavior in themselves and others; (5) be able to implement activities, using cognitive learning theory, to give students multiple perspectives on issues relating to intolerance; and (6) put into practice the skills to confront prejudice and discriminatory behavior.

**13. Movement Therapy Institute; Contact William C. Freeman, Ph.D., ADTR, (802) 824-5222 Movement Observation and Interaction in Teaching, Parenting and Therapy EDU 6710 C16 (Graduate Credit) and EDU 4710 C02 (Undergraduate Credit); Schedule: August 1 to fall 2005; Times: 8:30 am to 5:30 pm; Location: Springfield, Vermont, Universalist Unitarian Church; Instructor: Dr. William Freeman**

**Description:** This course focuses on how to observe nonverbal behavior, a process that informs effective interactions with individuals with and without disabilities and others at-risk. Observation skills and expressive movement communication abilities will be developed, as well as understanding of why, how and when to employ them. Participants will learn to recognize, understand and utilize the nonverbal behavior of children, youth and adults. Participants will also learn about their own style of nonverbal communication and identify new behaviors and interventions that will assist them to more successfully accomplish goals in working with students and clients. The methods of instruction include lecture, demonstration, video presentation, movement experience, application of skills in practice and discussion.

**This compilation of Fall 2005 professional development opportunities has been assembled and made available to educators through the resources of the Southwest Superintendents' Curriculum Collaboration and Castleton Center for Schools.**